**K-5 Math Lesson Plan**

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| **Teacher: Webb** | | | **Grade: 2** | | | **Date(s)**: Unit 1 Task 1 Day 4-5 |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones)  \*\*\*homework – ScottForesman 17-1 & 17-5\*\*\* | | | | **Corresponding Unit Task:** Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000? **How do patterns help me skip count?**  How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:** hundreds chart for overhead, counters, base ten blocks  ***(Engaging Scenario)***  *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | **Student:** hundreds chart with 0-100 on one side and 100-200 on other side, counters, paper, pencil  Second day: thousands chart; ones/tens/hundreds base ten blocks | | | place value  hundreds  tens  skip count  counting on | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  2.NBT.2  Count within a 1,000; skip count by 5’s, 10’s, and 100’s | | | | | |
| **I Can Statement(s):** I can demonstrate a number that is 10 more/10 less by applying skip counting strategies on a hundreds board. Next day: I can demonstrate a number that is 100 more/100 less by applying skip counting strategies on a hundreds board. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Do you remember the patterns we noticed as we did the hundreds board yesterday? Today we’re going to use those patterns to help us find numbers that are more and less than a given number. | | | | | |
| **Teacher Directed:** Display hundreds board and place a counter on 65. What number is ten less than this number? I can count back 10 to find the number. Place a counter on 55. I notice that 55 is directly below 65 and the only difference is the digit in the tens place. Go back to 65. What is 10 more than 65? I can count on 10 to find 75 but I see that 75 is directly above 65 and only the tens digit changed.  The same patterns appear when I begin with any other number. Demonstrate with 23, 78, etc. In addition, display 23 with base ten blocks. Show students how the number is changed when 10 is added or subtracted. Repeat with 78.  Next day 100 more/100 less:  Display thousands board and place a counter on 360. What number is one hundred less than this number? I can count back 100 to find the number. Place a counter on 260. I notice that 260 is directly below 360 and the only difference is the digit in the hundreds place. Go back to 360. What is 100 more than 360? I can count on 100 to find 460 but I see that 460 is directly above 360 and only the hundreds digit changed. | | | | | |
| **Guided Practice:** Give students hundreds board, counters, base ten blocks. Place a counter on 37. Have students create 37 with base ten blocks. How can we find the number that is 10 more? Add a tens block and place another counter on the hundreds board. What number do you show now? Repeat with 37 and 10 less. Continue demonstrating with 61, 124, or another number.  Next day 100 more/100 less:  Give students thousands board, counters, base ten blocks. Place a counter on 370. Have students create 370 with base ten blocks. How can we find the number that is 100 more? Add a hundreds block and place another counter on the thousands board. What number do you show now? Repeat with 370 and 100 less. Continue demonstrating with 610, 120, or another number. | | | | | |
| **Independent Practice:** In partners, students will construct and display numbers that are 10 more/10 less than given numbers with the hundreds board & base ten blocks.  29 89 117 152  Next day 100 more/100 less:  In partners, students will construct and display numbers that are 100 more/100 less than given numbers with the hundreds board & base ten blocks.  230 235 170 560 | | | | | |
| **Closing/Summarizing Strategy:** Who can teach someone else how to find 10 more/10 less (or 100 more/100 less for second day) by skip counting on a hundreds board? Students get into groups of 2 or 3 and take turns explaining/teaching what to do. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Skip count by numbers other than 2’s, 5’s and 10’s.  Skip count from a given number – such as count by 5’s starting at 10 |   -understanding 10 more/10 less using a hundreds board  - use 200s board, 300s board, etc | | | |  | | --- | | Have pictures or materials for students to manipulate when counting. (Base 10 blocks, hundred chart)  Count with a partner | | | | |  | | --- | | Display and pre-teach vocabulary cards with today’s vocabulary. | |
| **Assessment(s):** Teacher will monitor independent practice and make anecdotal notes about what/how students are demonstrating their understanding. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |